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ABSTRACT

This curriculum package on organization and learning skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for organization and learning skills; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities referenced in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on listening and notetaking skills. (KC)

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ED 424 472

Patterns for Success: Organization and Learning Skills, Part I (P11)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Curriculum Guide

Module: Organizational and Learning Skills - Part I **Author:** Ann Bennett
Job Title: New Hires

General Instructional Objective: Organizational and Learning Skills
Overall Time: 45 minutes

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	10 min.	**1.1 Motivational Activity** • Listening Quiz • Discuss listening as a skill and how this skill can help you.	"Listening Quiz" - Handout or Transparency	Student responses to discussion questions. Completion of Quiz
IV. 100 - Identify and paraphrase important points when listening to films, lectures, directions, and reports.	15 min.	**2.1 Instructional Activity** • Discuss the traits of a good listener. • Listening activity	"Traits of a Good Listener" - Handout	Students' ability to complete listening activity.
IV. 200- Utilize notetaking skills for remembering important points when listening to films, lectures, directions, and reports or when reading instructional training materials.	15 min.	**3.1 Instructional Activity** • Discuss why taking notes is important and when it is necessary. • Discuss notetaking tips.	"Notetaking Tips"- Handout "Safety Presentation Outline"- Handout	Student responses to discussion questions. Take notes. Completion of outline.
(Closure)	5 min	**4.1 Closure Activity** Review		Student responses to discussion questions.

Materials Needed

Student Handouts
1. Listening Quiz
2. Safety Presentation Outline

Instructor Materials
1. Traits of a Good Listener overhead (optional)
2. Notetaking Tips overhead (optional)
3. Copies of Student Handouts

Lesson Outline

1.1 Administer and discuss listening quiz

2.1 Discuss traits of a good listener

2.1 Listening interview activity

3.1 Discuss notetaking tips

4.1 Closure and review

Lesson Plan

1.1 Motivational Activity--Test your listening skills - 10 minutes

A. Distribute a copy of the listening quiz to each student. Instruct students to circle "yes" after the statement if this is something they do when listening. Circle "no" if this is something you do not do when listening. Listed below are the questions:

1. When someone wants to speak to me I try to find a quiet area.
2. I plan how I will respond to the speaker while the person is talking.
3. I look at the person speaking to me.
4. I listen for the facts not the speaker's ideas.
5. I usually ask questions.
6. I determine the value of what the speaker says based on how he or she presents the information.
7. I wait until the speaker is done before I form an opinion.
8. I interrupt immediately if I disagree with the speaker.
9. I politely ask for clarification if something is unclear.
10. I don't bother to listen if I already know what the speaker's going to say.

B. Have students score their listening quizzes. Instruct students to give themselves one point for every even numbered statement they responded "yes" to. If they responded "no" to the statement they are to give themselves a zero. Instruct students to give themselves one point for every odd question they responded "no" to. If they responded "yes" to an odd question they are to give themselves zero points. A score of "0" indicates that the person is a good listener. A higher score indicates that the person could improve their listening skills. Discuss that everyone can improve their listening skills.

C. Ask students the following question: **"Do you think listening is a skill?"** Response should be yes. If students respond no, explain that listening is a skill that requires the listener to concentrate and focus on what is being said. It entails actively involving your mind in what is being said, rather than daydreaming or "letting your mind wander".

D. Ask students how improving their listening skills may help them at work or in their personal lives. Examples include:
1) "Improving my listening skills may help me to remember and follow directions at work."
2) "Improving my listening skills might help me understand my children."

E. Discuss that improving listening skills can help improve relationships at work and in personal lives. Improving your listening skills can improve job performance and help you do the job right the first time.

2.1 Instructional Activity--Traits of a good listener - 15 minutes

A. Define listening as being the process that combines the following parts: 1) Hearing - the physical process of words and sounds reaching the ear. 2) Focusing on what the speaker is saying. 3) Interpreting the message - making it your own so that you understand the speaker's words along with the ideas and feelings behind those words. 4) Remembering the message at later time.

B. Discuss the following traits of a good listener:
- **Finds a quiet place to listen**. Avoids background noise and other distractions.
- **Looks at the speaker and uses appropriate facial expressions and body language.**
  Make frequent eye contact, but do not stare
  Sit up straight or lean forward slightly
  Sit or stand near the speaker
- **Concentrates on the speakers words and focuses on what the speaker is saying.** Explain to students that the mind can process information much faster than people speak. Therefore, it is important to keep your mind from wandering by asking yourself questions about what the speaker is saying. This keeps your brain busy and on track.
  What does he or she mean?
  What can I learn?
- **Listens for the key words, phrases or main points.**
- **Avoids forming an opinion until the speaker is finished.**
- **Listens without interrupting the speaker.** Avoid interrupting to correct the speaker, finishing the speaker's sentences or changing the subject. Interrupt politely to ask for clarification.
- **Paraphrases what the speaker has said and asks questions to clarify what the speaker has said.**
- **Takes time to evaluate what the speaker has said before responding.**

C. Listening Activity--This activity is designed to give students an opportunity to practice the traits of a good listener. Put students into groups of two for this role playing exercise. Assign one student the role of the "interviewer" and the other the role of the "interviewee". Give each interviewer a question card. Explain that the "interviewer" is to ask the "interviewee" the question and then use good listening skills to listen as the "interviewee" responds to the question. The following are possible questions for the question cards: "What skills and experiences do you have that will make you a good employee?"; "What did you like best about your last job?"; "What three classes that you've taken do you think will help you most in real life?"; "Describe the perfect employee." The instructor may use other questions that are appropriate for the group. After students have completed the activity use the following questions for discussion:
1. **Did the "interviewer" look at the "interviewee" and use appropriate eye contact?**
2. **What were some of the key words or phrases you heard in the role of "interviewer"?**
3. **Where you able to listen without interrupting?**
4. **Did you ask questions to clarify what the "interviewee" said?**

3.1 Instructional Activity--Notetaking Tips - 15 minutes

A. Ask students the following question: **"How might it help you to take notes when listening?"** Responses may include: Helps you to remember information. **"When is it a good idea to take notes?"** Responses may include: When receiving directions, new information, responses to questions asked or directions on how to perform a task.

B. Discuss that taking notes helps you to stay focused on the conversation and organize your thoughts. The actual physical process of taking notes helps you to remember the information.

C. Discuss the following tips for taking notes when receiving directions or other information.
- **Date your notes**

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- **Focus on the main points and listen for the key words**
- **Abbreviate and use symbols when possible**
- **Omit words that are not crucial to the meaning**
- **Write the information down as short steps**
- **Number steps in correct order**
- **Read directions back to the speaker**
- **Ask specific questions**
- **Write down any corrections or added instructions**

D. Give students a copy of the notetaking outline for the safety presentation and instruct them to fill in the outline as they listen to the safety presentation.

4.1 Closure Activity--Review - 5 minutes

A. Ask students to read through their completed outlines from the safety presentation. Ask students the following questions:
Were you able to complete the outline?
Did you add any information to your notes that was not in the outline?

B. Ask students the following questions:
Why is listening an important skill in our daily lives?
What can you do to improve your listening skills?
When do you need to take notes in the workplace?

NAME:_____

LISTENING QUIZ
YOU MAY BE HEARING BUT ARE YOU REALLY LISTENING??????

1. When someone wants to speak to me I try to find a quiet area. Y N
2. I plan how I will respond to the speaker while the person is talking. Y N
3. I look at the person speaking to me. Y N
4. I listen just for the facts not the speaker's ideas. Y N
5. I usually ask questions. Y N
6. I determine the value of what the speaker says based on how he or she presents the information. Y N
7. I wait until the speaker is done before I form an opinion. Y N
8. I interrupt immediately if I disagree with the speaker. Y N
9. I politely ask for clarification if something is unclear. Y N
10. I don't bother to listen if I already know what the speaker is going to say. Y N

SAFETY PRESENTATION NOTES

Directions: Listen to the safety presentation and complete the outline.

I. Six Steps for Proper Lifting

A. Think

B.

C. Knees bent and _____ muscles tense

D.

E. Let your _____ and _____ do the work.

F. Never _____ with your feet in place.

II. Fire Extinguishers

A. Location

1. Know the _____ of fire extinguishers in your work areas.

2. Know the location of the _____ nearest you.

B. Steps for using a fire extinguisher

1.

2.

3.

III. Pridecraft Shoe Policy

SAFETY PRESENTATION NOTES
(Instructor's Key)

Directions: Listen to the safety presentation and complete the outline.

I. Six Steps for Proper Lifting
   A. Think
   B. Feet shoulder width apart, one foot in front of other.
   C. Knees bent and stomach muscles tense
   D. Back straight, chin up, hug load close to body
   E. Let your legs and arms do the work.
   F. Never twist with your feet in place.

II. Fire Extinguishers
   A. Location
      1. Know the location of fire extinguishers in your work areas.
      2. Know the location of the exits nearest you.

   B. Steps for using a fire extinguisher
      1. Make sure extinguisher is full
      2. Pull pin
      3. Point hose at base of fire

III. Pridecraft Shoe Policy - Foot must be fully covered

Name: _____

Date: _____

Organizational and Learning Skills
Preview/Review

Directions: Read each of the following statements. Choose the letter of the answer that best completes the sentence. Circle that letter.

1. If your supervisor gives you instructions that you do not understand, what should you do?
   a. Try to perform the task following the instructions, the best you can.
   b. Ignore the instructions/assignment and do it the way you have always done in the past.
   c. Ask specific questions to clarify the instructions.
   d. Continue to do your job and do not worry about the instructions.

2. Which of the following should you NOT DO when asking questions?
   a. Ask your questions immediately after the speaker is finished talking.
   b. Assume that the speaker can read your mind and you do not have to ask any questions.
   c. Summarize a response to what you have just heard from the speaker.
   d. Memorize the answer if you are unable to write it down.

3. There is no such thing as a "STUPID QUESTION", especially when you are in training.
   a. True
   b. False

4. Not asking questions could result in which of the following situations:
   a. Breaking equipment due to not understanding directions.
   b. Producing garments that are not acceptable to the customer.
   c. Showing your supervisor you may or may not be paying attention to directions.
   d. All of above

5. When receiving spoken instructions from someone, which of the following should you NOT do?
   a. Listen for main points.
   b. Ask specific questions.
   c. Take notes on the instructions
   d. Read a magazine while the person is speaking.

6. It is vital to pay attention to the speaker, concentrate on the directions, do not be distracted by noise and movement.
   a. True
   b. False

7. When taking notes on an assignment or directions, which of the following should you NOT do?
   a. Make a grocery list for stopping on the way home.
   b. Focus on main points.
   c. Listen for key words, ask for clarification.
   d. Read any notes you have taken, back to the speaker.

8. After you have received directions to perform a task, which of the following should you be certain to do?
   a. With your supervisor's permission, perform the task.
   b. Make certain that you have fully completed the job.
   c. Put all tools and or materials away and clean up your area.
   d. All of the above.

9. The key words:" Who, What, Where, When, Why and How" introduce basic categories of questions and will result in desired information being obtained.
   a. True
   b. False

10. Which of the following is NOT TRUE regarding asking specific questions?
   a. Learn to ask specific questions, rather than "Huh" or "Could you repeat that?"
   b. By asking questions, you will show that you are interested in knowing as much as you can about your work.
   c. Getting information will help you understand the reason for doing a task a Certain way.
   d. You will not be able to solve some work problems yourself.

Organizational and Learning Skills
Preview/Review
Key

Directions: Read each of the following statements. Choose the letter of the answer that best completes the sentence. Circle that letter.

1. If your supervisor gives you instructions that you do not understand, what should you do?
   a. Try to perform the task following the instructions, the best you can.
   b. Ignore the instructions/assignment and do it the way you have always done in the past.
   c. Ask specific questions to clarify the instructions.
   d. Continue to do your job and do not worry about the instructions.

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   c. Summarize a response to what you have just heard from the speaker.
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3. There is no such thing as a "STUPID QUESTION", especially when you are in training.
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    a. Learn to ask specific questions, rather than "Huh" or "Could you repeat that?"
    b. By asking questions, you will show that you are interested in knowing as much as you can about your work.
    c. Getting information will help you understand the reason for doing a task a Certain way.
    d. You will not be able to solve some work problems yourself.

Traits of a Good Listener

FIND A QUIET PLACE TO LISTEN

LOOK AT THE SPEAKER

USES APPROPRIATE FACIAL EXPRESSIONS

USES APPROPRIATE BODY LANGUAGE

CONCENTRATES ON THE SPEAKER'S WORDS

LISTENS FOR KEY WORDS AND MAIN POINTS

AVOIDS FORMING AN OPINION UNTIL THE SPEAKER IS FINISHED

PARAPHRASES AND ASKS QUESTIONS

TAKES TIME TO EVALUATE WHAT WAS SAID BEFORE RESPONDING

Notetaking Tips

Date your notes

Focus on the main points and listen for key words

Abbreviate and use symbols when possible

Omit words that are not crucial to the meaning

Write the information down as short steps

Number the steps in correct order

Read directions back to the speaker

Ask specific questions

Write down any corrections or added instructions

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP (IEP)

Name of Course: Organizational and Learning Skills - Part I
Date of Course: _____

Name : _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job**	Identify and paraphrase important points when listening to films, lectures, directions, and reports	1. Complete Listening Quiz 2. Discuss listening 3. Discuss traits of a good listener 4. Complete listening activity		
• **Improve skills for changing technology/future jobs**	Utilize notetaking skills for remembering important points when listening to films, lectures, directions, and reports	1. Discuss the importance of notetaking 2. Discuss notetaking tips 3. Complete outline		
• **Improve reading/ writing/math**	All objectives	Review listening and notetaking		
• **Improve speaking/listening**				

Employee Signature **Date**

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Instructor Signature